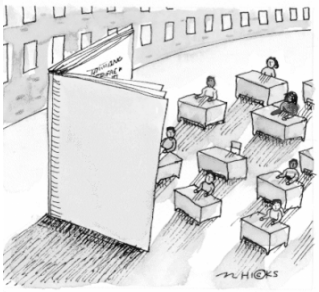
Reading in the Content Areas



Laura Terrill

https://www.tes.com/lessons/bx2MR4btAJl8Ow/18-read-82-aldp-step-4-post-secondary-literacy-content-area-study

lterrillwoodward.wikispaces.com

Laura Terrill
wiki: lauraterrill.wikispaces.com
email: lterrill@gmail.com
pinterest: lterrillindy

Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning

Summit for Transformative Learning

Day 1	
Powerpoint Slide Handout	**Literacy in the Communicative Modes.pdf** Details Download 23 MB
ACTFL IPA Comprehension Guide	**ACTFL INTERPRETIVE IPA.docx** Details Download 159 KB
ACTFL IPA Interpretive Rubric	**Integrated Performance Assessment Inte...** Details Download 13 KB
ACTFL Individual and Blended Rubrics	**Individual & Blended Rubrics ACTFL IPA ...** Details Download 117 KB

SESSION LEARNING TARGETS

I can **identify** strategies that support reading comprehension.

I can **apply** before, during, and after reading strategies to a variety of texts.

I can **use** visuals to enhance comprehension and to promote visual literacy.

Hart and Terrill, ACTFL 2016

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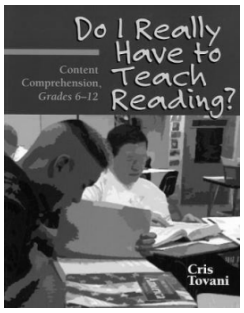

Everyone is a reading teacher.

Teaching reading is as important as teaching content.

Are you a good, strategic reader in all content areas?

What have you struggled to read lately?

Time for a Test in English or in French?

Australia vs. England

or

Les Fleuves et les Montagnes de la France

Comprehensible? Meaning bearing?

Australia vs. England

A hair raising century by Australian opener Greene Wood on Friday set England back on its heels in the third test at the Melbourne Cricket Ground. Unfortunately, living dangerously eventually cost the Australians the match. Wood was caught out of his crease on the first over after lunch. Within 10 more overs, the Australians were dismissed. Four were dismissed by dangerous running between creases. Two were dismissed when the English bowlers lifted the balls from the batsmen's wickets. The three remaining batsmen were caught by English fieldsmen. One was caught as he tried for a six. When the innings were complete, the Australians had fallen short of the runs scored by the English.

Intercultural Development Research Association
Desegregation Assistance Center-South Central Collaborative
Teaching Content: ESL Strategies for Classroom Teachers

Comprehensible? Meaning bearing?

Les Fleuves et les Montagnes de France

Les montagnes les plus importantes de France sont les Alpes. Le sommet le plus haut de France se trouve dans les Alpes et s'appelle le Mont Blanc. Les Alpes séparent la France de l'Italie et la Suisse.

Un peu au nord des Alpes il y a deux chaînes de montagnes qui s'appellent le Jura et les Vosges. Au centre de la France se trouve le Massif Central. Les Pyrénées sont une chaîne de montagnes très pittoresques qui séparent la France de l'Espagne.

Les fleuves principaux de la France sont: la Loire, la Seine, le Rhin, le Rhône et la Garonne.

Comprehensible? Meaning Bearing?

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Laura Terrill

Jean and Andre

Jean and Andre are brothers. Jean is older. The two go to a school which is found less than five kilometers from their home in Paris. Although there is a difference in age of three years between the two brothers, their grade levels are only two years apart. Andre is in sixth grade.

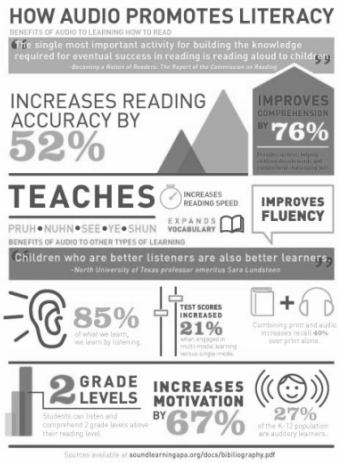
What grade is Jean in?

Enriching Content Classes for Secondary Students (National Level)

Read Alouds

- Strong positive correlation between read-aloud experiences and vocabulary development
- Positively linked to student motivation, increased vocabulary, writing skills and comprehension, greater verbal fluency
- Increases exposure to academic language, we do not speak like the books we read
- Allows teachers to work with academic words in context and throughout the development of a story

Laura Terrill



NCTE definition of literacy

21st Century Literacies. Acknowledging that reading and writing are no longer sufficient literacy skills in today's world, the National Council of Teachers of English (NCTE) has expanded the definition of literacy to address the intensity and complexity of communication in a rapidly changing world. Their definition of 21st century literacies (NCTE, 2013) states:

Active, successful participants in this 21st century global society must be able to:

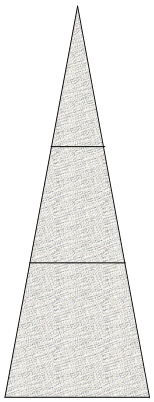
- develop proficiency and fluency with the tools of technology;
- build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
- design and share information for global communities to meet a variety of purposes;
- manage, analyze, and synthesize multiple streams of simultaneous information;
- create, critique, analyze, and evaluate multimedia texts; and
- attend to the ethical responsibilities required by these complex environments.

Traditional Format

Reading assignment given

Independent reading

Discussion to see if students learned main concepts, what they "should have" learned



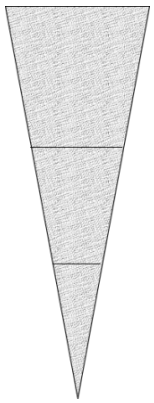
Adapted from McREL blackline masters

The Blurvle Ceremony

The axtlzbn is worn primarily by meebs for the blurvle ceremony each kipto. It consists of a wlomb made of cygde and tied with a qorf. It is decorated with many hujas.

1. Describe the axtlzbn.
2. Who wears an axtlzbn?
3. What ceremony is it for?
4. Fill in the blanks: The _____is worn by _____for the _____.

Strategic Format



Prereading activities:
Discussion
Predictions
Questioning
Brainstorming
Setting Purpose

Guided ACTIVE silent reading

Activities to clarify, reinforce, extend knowledge

It is really quite simple. First you arrange things into different groups. Of course, one group may be sufficient depending on how much there is to do. It is important not to overdo things. That is, it is better to do too few things than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of it. After the procedure is completed one arranges the materials into different groups again. Then the groups can be placed in their appropriate places. Eventually, they will be used once more and the whole cycle will then have to be repeated.

Strategic Format

Reading assignment given

Independent reading

Discussion to see if students learned main concepts, what they "should have" learned

Traditional Format

Prereading activities:
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Predictions
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Setting Purpose

Guided ACTIVE silent reading

Activities to clarify, reinforce, extend knowledge

How do I capture the interest of the learner?

Laura Terrill 19

The Great Garbage Patch

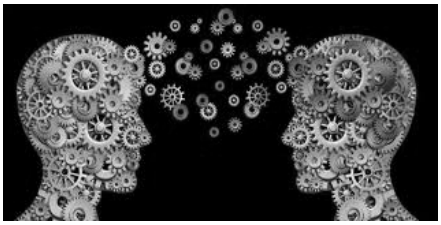
More than 8 million tons of plastic are dumped in our oceans every year. https://www.plasticoceans.org/the-facts/

The proliferation of plastic products in the last 70 years or so has been extraordinary; quite simply we cannot now live without them. We are now producing nearly 300 million tons of plastic every year, half of which is for single use. More than 8 million tons of plastic is dumped into our oceans every year.

Plastic is cheap and incredibly versatile with properties that make it ideal for many applications. However, these qualities have also resulted in it becoming an environmental issue. We have developed a "disposable" lifestyle and estimates are that around 50% of plastic is used just once and thrown away.

Plastic is a valuable resource and plastic pollution is an unnecessary and unsustainable waste of that resource.

"No water, no life. No blue, no green."



Common Core State Standards
for English Language Arts and Literacy

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Fiction….

- Are students able to demonstrate comprehension?
- Are they able to connect the themes of the text to their lives and other situations?
- Are they able to read text that is increasingly more complex?
- Are they able to read individually and demonstrate comprehension?

Nonfiction

- How do students use the questions we give them and how do they questions of their own?
- How do they use the clues an author provides to identify main ideas and supportive details?
- How do they successfully summarize and retell the important information both during and after reading?
- Are they able to recognize the most common textual patterns—comparing and contrasting, explaining causes and effects, laying out a sequence of events, describing a process?

Adapted from Discovering Nonfiction: 25 Powerful Teaching Strategies

What is your instructional purpose?

A young teacher tried her hand at developing her first differentiated lesson plan. "Could you give it a look and see if I'm on the right track?" she asked me.

Her 4th graders were all reading the same novel. She had fashioned five tasks, which she was going to assign to students based on what she perceived to be their readiness levels. The tasks were to

- create a new jacket for the book,
- build a set for a scene in the book,
- draw one of the characters,
- rewrite the novel's ending, or
- develop a conversation between a character in this novel and one from another novel they had read in class that year.

The Differentiated Classroom: Responding to the Needs of All Learners

After I looked at the tasks, I asked a question I wish someone had insisted I answer daily in the first decade of my teaching: **"What do you want each student to come away with as a result of this activity?"**

She squinted and answered, "I don't understand."

I tried again: "What common insight or understanding should all kids get because they successfully complete their assigned task?"

She shook her head: "I still don't get it."

"Okay. Let me try another way." I paused. "Do you want each child to know that an author actually builds a character? Do you want them all to understand why the author took the time to write the book? Do you want them to think about how the main character's life is like their own? Just what is it that the activities should cause the students to make sense of?"

Her face flushed, and she waved her hand as if shooing away a bug. "Oh my gosh!" she exclaimed. "I thought all they were supposed to do was read the story and do something with it!"

Carol Ann Tomlinson

What is your instructional purpose?

1. Decide what students should know after reading the text. Focus on essential information only.
2. Anticipate what might cause students difficulty. Are students lacking background knowledge? is the vocabulary difficult? is the subject matter challenging? is the organization of the text confusing?
3. What do you want them to be able to do with the information once they have finished reading? How will they hold their thinking so they can return to it later to use in a discussion, a paper or a project?
4. Model how they should hold their thinking. Should they mark text, use sticky notes, complete a double-entry diary?

Adapted from Do I Really Have to Teach Reading, Chris Tovani

Read and/or listen

Talk about it

Write about it

- Close reading of increasingly complex texts
- Interaction with multiple print, auditory, and visual sources
- Express own ideas clearly and persuasively in conversation
- Writing to persuade, explain and convey experience

Getting the most out of a text

Read and/or listen

Talk about it

Write about it

Impact on Vocabulary Development

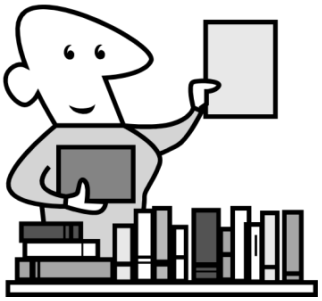
- Multiple repetition in context (up to 20 times)
- Allows for word analysis – how do you know what this word means, context clues, prefixes, etc.
- Allows students to build understanding of the new word and demonstrate understanding by using it in the productive skills

1. What text will your students be reading?
2. What is your instructional purpose for choosing that text?
3. How will you assess student learning?

Before/During/After

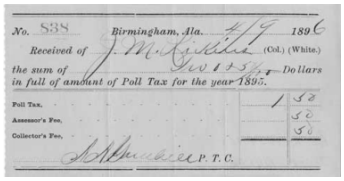
	• Discussion • Prediction • Questioning • Brainstorming • Setting purpose
	• Guided • Active • Silent • Individual
	• Clarify • Reinforce • Extend knowledge

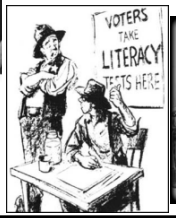
Before Reading Strategies



Logographic Clues

FIGHTING FOR THE VOTE: Young civil rights activists poured into Mississippi in the summer of 1964 to demand voting rights for all. TED POLUMBAUM COLLECTION / NEWSEUM


No. 838 Birmingham, Ala. 1896
Received of J. M. Gilliland (Col.) (White.)
the sum of Two 1.50 Dollars
in full of amount of Poll Tax for the year 1895.
Poll Tax. 1 50
Assessor's Fee. 50
Collector's Fee. 50
A. Alexander P. T. C.



Anticipation Guide

Read the following 3 statements prior to reading the text and decide if you agree or disagree with the statement. Then, predict what you think the text will be about. As you read look for evidence to support your choice. When you finish reading, decide if you have changed your opinion.

	Before reading	After reading
1. The number of registered voters and the voting-age population are approximately the same.	Agree/disagree	Agree/disagree
2. After the Fifteenth Amendment, blacks had to prove that they were denied the right to vote because of race.	Agree/disagree	Agree/disagree
3. Once women were given the right to vote, they voted in large numbers.	Agree/disagree	Agree/disagree

During Reading Strategies

The Rise of the American Electorate

This interpretation opened the door to all manner of state stratagems to keep blacks from voting. One was a literacy test (a large proportion of former slaves were illiterate); another was a requirement a poll tax be paid (most former slaves were poor); a third was the practice of keeping blacks from voting in primary elections (in the one-party South the only meaningful election was the Democratic primary). To allow whites who were illiterate or poor to vote, a grandfather clause was added to the law, saying that a person could vote, even if he did not meet the legal requirements, if he or his ancestors voted before 1867 (blacks, of course, could not vote before 1867). When all else failed, blacks were intimidated, threatened, or harassed if they showed up at the polls.

Say Something

Read the text stopping at the end of each paragraph. Alternate who says something first. Make a prediction, ask a question, make a comment or make a connection. Jot down what was said.

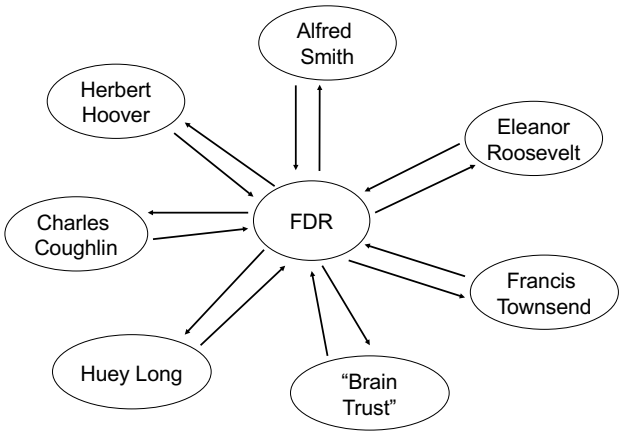
Text Encoding

- **!** — Very important
- **√** — Somewhat important
- **?** — Confusing

Making Connections

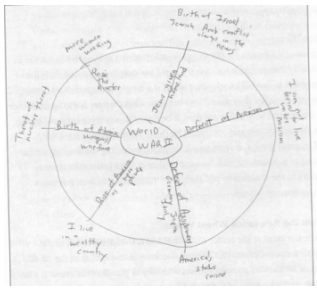
Read the paragraph below and make a text-to-self, text-to-text or text-to-world connection. Highlight one idea and explain how it connects.

A final point: voting is only one way of participating in politics. It is important (we could hardly be considered a democracy if nobody voted), but it is not all-important. Joining civic associations, supporting social movements, writing to legislators, fighting city hall—all these and other activities are ways of participating in politics. It is possible that, by these measures, Americans participate in politics more than most Europeans—or anybody else for that matter. Moreover, it is possible that low rates of registration indicate that people are reasonably well satisfied with how the country is governed. If 100 percent of all adult Americans registered and voted (especially under a system that makes registering relatively difficult), it could mean that people were deeply upset about how things were run. In short, it is not at all clear whether low voter turnout is a symptom of political disease or a sign of political good health.



Relevance Wheel

- Students write the event at the center of the wheel.
- They then write the outcomes of the event on the spokes of the wheel.
- Outside the wheel, they write the impact of the event on their lives.



Laura Terrill

The Language Rich Classroom
Himmele & Himmele

Turn Headings into Questions

- What obstacles did FDR overcome?
- Why did voters elect a new President?
- Who was on the winning team?
- What happened during the First Hundred Days?
- How did FDR restore the nation's confidence?
- How was the financial system reformed?
- What opposition emerged?
- Was the New Deal too much or not enough?

Gist – 5 Ws and 1 H

- Teacher asks a text-dependent question — who, what, when, where, why or how.
- Each student writes an answer that is supported by textual evidence.
- Students share answers.
- Students are paired. The students collaborate to write the best possible answer, combining their ideas and/or using ideas they heard from other students.

Laura Terrill 45

After Reading Strategies

Most Important Word

To review, choose 3-4 words that you feel are the most important words in the passage based on evidence in the text. Be ready to explain why you chose each word.

Or select important words and have students explain…

1. Strategems
2. Illiterate, literacy
3. Grandfather clause

Anticipation Guide

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….The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellowmen on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparations for our defense.

With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. The political system of the allied powers is essentially different in this respect from that of America…..We owe it, therefore, to candor and to the amicable relations existing between the US and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and security. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the governments who have declared their independence……an unfriendly disposition toward the United States.

Peer Reading Coaching

Section 1 Questions (for reader A)

1. Who are the allied powers that are referred to in the Monroe Doctrine?
2. What do Americans cherish according to the Doctrine?

Section 2 Questions (for reader B)

3. How is the US government different from those of the allied powers?
4. What did the US want the allied powers to know?

Section 3 Questions (for reader A)

5. What would the US government have to fear if the new republics in Latin America were overthrown?
6. How would the US make good on its threat without a navy?

Section 4 Questions (for reader A)

Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

Monroe Doctrine U.S. interfere threat allied powers Spain safety colonies

The Monroe Doctrine said that if the allied powers interfered to help Spain regain former colonies in Latin America, the U.S. would consider that a threat against the safety and security of the nation.

Buehl, 2001

John Locke: Two Treatises of Government

But through men, when they enter into society give up the equality, liberty, and executive power they had in the state of Nature into the hands of society…the power of society or legislative constituted by them can never be supposed to extend farther than the common good….Whoever has the the legislative or supreme power of a common-wealth, is bound to govern by established standing laws, promulgated and known to the people, an not by extemporary decrees, by indifferent and upright judges, who are to decide controversies by those laws; …

The reason why men enter into society is the preservation of their property; and the end while they choose and authorize a legislative is that there may be laws made, and rules set, as guards and fences to the properties of the society…

Whensoever, therefore, the legislative (power) shall transgress this fundamental rule of society, and either by ambition, fear, folly, or corruption, endeavor to grasp themselves, or put into the hands of any other, an absolute power over the lives, liberties, and estates of the people, by this breach of trust they forfeit the power the people had put into their hands…and it devolves to the people; who have a right to resume their original liberty….

Read-Cover-Remember-Retell

1 Read

3 Remember

2 Cover

4 Retell

Retelling

1. Teacher reads a passage aloud.
2. Each student reads the same passage on their own, continuing to read and reread the passage until he is able to write a retelling in his own words.
3. Student writes a retelling.
4. Students share their retellings, noting the differences.

Proof For / Proof Against

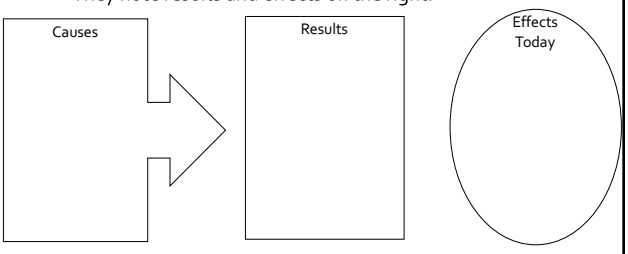
Proof For		Proof Against
	Men who live in societies must give up some of their liberty.	
	Locke believed that laws must be widely known.	
	People have the fundamental right to overthrow a corrupt government.	

Double-Strategy, Double-Entry Diary

Quote from article	Connection to quote
"not by extemporary decrees"	like school rules for no reason
Quote or word from article	**Question**
"enter into society for preservation of property"	Is that the only reason that a society forms?

Historical Causal Charts (Relevance)

- Students list events or discoveries on the left.
- They note results and effects on the right.



Laura Terrill

The Language Rich Classroom
Himmele & Himmele

Teammates Consult

According to Locke, how should a land be governed? Why do you think this is the case? What might happen if a land is not governed in this way?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

Before/During/After

	• Discussion • Prediction • Questioning • Brainstorming • Setting purpose
	• Guided • Active • Silent • Individual
	• Clarify • Reinforce • Extend knowledge

A.C.T.I.V.E

Ask Questions

Who?	What?	When?
Where?	Why?	Which would?
If….then?	Who can?	How did?

Explicit vs. implicit questions

A.C.T.I.V.E Ask Questions

Roosevelt Takes Charge In 1928, Herbert Hoover had almost no chance of losing his bid for the presidency. In 1932 however, Hoover had almost no chance of winning reelection. The depression had taken its toll. About 25 percent of the population was unemployed. Bank failures had wiped out peoples' savings. The hungry waited on long lines at soup kitchens.

Americans were ready for a change. In July of 1932, the relatively unknown governor of New York, Franklin D. Roosevelt, accepted the Democratic Party's nomination for President.

Roosevelt Overcame Obstacles Strangely enough, Americans had chosen a presidential candidate who had never known economic hardship. As a child, FDR had enjoyed all the privileges of an upper-class upbringing, including education at elite schools and colleges. From his parents and teachers, FDR gained a great deal of self-confidence and a belief that public service was a noble calling.

A.**C**.T.I.V.E

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused	I disagree
Important idea	I remember	I'm surprised
I wonder		

A.**C**.T.I.V.E

Connect:
- Text-to-self
- Text-to-text
- Text-to-world

"The country needs and, unless I mistake its temper, the country demands bold, persistent experimentation. It is common sense to take a method and to try it. If it fails, admit it frankly and try another. But above all, try something."

—FDR, speech, May 22, 1932

The 1932 election campaign pitted Roosevelt against President Herbert Hoover. The two men advocated very different approaches to the problems of the Great Depression. Hoover believed that depression relief should come from state and local governments and private agencies. Roosevelt believed that the depression required strong action and leadership by the federal government. As Hoover noted, "This campaign is more than a contest between two men….It is a contest between two philosophies of government

A.C.**T**.I.V.E

Track Down

Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

A.C.**T**.I.V.E

Track Down

FDR Swiftly Restores the Nation's Confidence Roosevelt wasted no time dealing with the nation's number one crisis. Late in 1932, banks had begun to fail in great numbers. A banking panic gripped the nation as frightened depositors lined up outside banks, trying to withdraw their savings.

The day after his inauguration, Roosevelt called Congress into a special session and convinced them to pass laws to shore up the nation's banking system. The Emergency Banking Bill gave the President broad powers—including the power to declare a four-day bank "holiday." Banks all over the country were ordered to close. The closings gave banks time to get their accounts in order before they reopened for business.

Eight days after becoming President, Roosevelt delivered an informal radio speech to the American people. This was the first of many presidential fireside chats. They became an important way for Roosevelt to communicate with the American people. In the first fireside chat, FDR explained the measures he had taken to stem the run on banks. His calming words reassured the American people.....

A.C.T.**I**.V.E

Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

A.C.T.**I**.V.E

Making Inferences

The TVA Aids Rural Southerners Americans living in the Tennessee River valley were among the poorest in the nation. Few had electricity, running water or proper sewage systems. In 1933, Congress responded by creating a government agency called the Tennessee Valley Authority (TVA). The TVA built a series of dams in the Tennessee River Valley to control floods and to generate electric power. The agency also replanted forests, built fertilizer plants, created jobs, and attracted industry with the promise of cheap power.

Despite its accomplishments, the TVA attracted a host of critics. Some called the TVA "socialist," because it gave government direct control of a business. Private power companies complained that they could not compete with the TVA, because the agency paid no taxes. However, the TVA's successes in improving life in the Tennessee Valley have ensured its survival to the present.

A.C.T.I.**V**.E

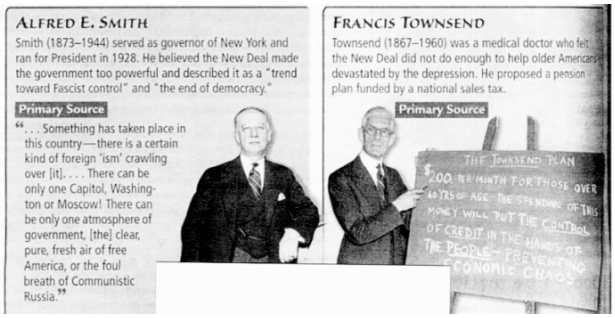
Visualizing

Create visual and other sensory images during and after reading.

Ask students to read, discuss and then draw what they see happening in the text. Drawings can be done on transparencies and shared with the class. Students might also be asked to select a song that relates to the text.

A.C.T.I.**V**.E

Visualizing



ALFRED E. SMITH

Smith (1873–1944) served as governor of New York and ran for President in 1928. He believed the New Deal made the government too powerful and described it as a "trend toward Fascist control" and "the end of democracy."

Primary Source

"... Something has taken place in this country—there is a certain kind of foreign 'ism' crawling over [it]. . . . There can be only one Capitol, Washington or Moscow! There can be only one atmosphere of government, [the] clear, pure, fresh air of free America, or the foul breath of Communistic Russia."

FRANCIS TOWNSEND

Townsend (1867–1960) was a medical doctor who felt the New Deal did not do enough to help older Americans devastated by the depression. He proposed a pension plan funded by a national sales tax.

Primary Source

Concrete / Relative / Abstract

Concrete

Tell me what you see.
What is going on in the picture?

Relative

Relate the picture or story to a personal experience.

Abstract

Compare, contrast or connect the picture to an idea, to something else that is happening. What concept is represented here?

A.C.T.I.V.E

Eureka!

Retell or synthesize what has been read.

Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

What **before, during, and after** strategies will you use?

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani

Thank You

lterrillwoodward.wikispaces.com
lterrill@gmail.com

SESSION LEARNING TARGETS

I can **implement** visual literacy strategies.

I can **apply strategies that support drafting/revising a text**.

I can **use** writing as a tool to enhance comprehension.

Visual Thinking Strategies

Students learn by:

- Looking carefully at works of art *(authentic images)*
- Talking about what they observe
- Backing up their ideas with evidence
- Listening to and considering the views of others
- Discussing many possible interpretations

Visual Understanding in Education
visualthinkingstrategies.org
vue.org

81

Artful Thinking Palette

Image: ingo.wikia.com/wiki

1. Questioning and investigating
2. Observing and describing
3. Comparing and connecting
4. Finding complexity
5. Exploring viewpoints
6. Reasoning

Artful Thinking, Project Zero
Harvard Graduate School of Educaiton
pzartfulthinking.org

82

Questioning and investigating

See / Think / Wonder

1. What do you see?
2. What do you think about what you see?
3. What do you wonder?

Allows students to distinguish between observations and interpretations. Stimulates curiosity and allows students to make connections.

83

Observing and describing

http://www.cyclingsilk.com/blog/

Beginning / Middle / End

- If this artwork/image is the beginning of a story, what might happen next?
- If this artwork/image is the middle of a story, what might have happened before? What might happen next?
- If this artwork/image is the end of the story, what might the story be about?

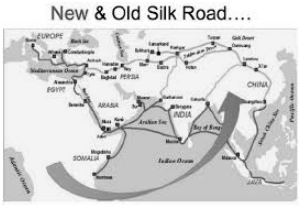
Allows students to use narrative to elaborate and extend ideas. Also allows students to look for connections, patterns and meanings.

84

Comparing and contrasting

Headlines

Invent a headline for the artwork or topic that captures an important aspect of it.



Allows students to identify and clarify big ideas.

85

Finding Complexity

Parts/Purposes/ Complexities

1. What are the parts of this topic?
2. What is the purpose?
3. What are its complexities?

Allows students to consider different aspects of a topic and various ways in which a topic is complex.

86

Exploring viewpoints

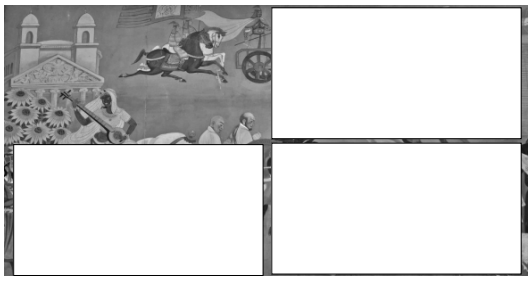
Step Inside Perceive / Know / Care About

1. Take on the character of the thing or person you've chosen.
2. Speak in first person.
3. Talk about who you are what you are, what you are experiencing.

Allows students to consider things from a different viewpoint bringing abstract concepts, pictures and events to life.

87

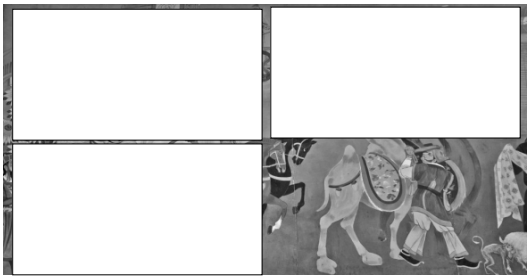
Reasoning
What's going on? What makes you say that?



What more can you find?

88

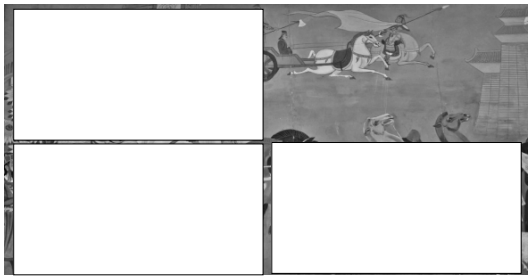
Reasoning
What's going on? What makes you say that?



What more can you find?

89

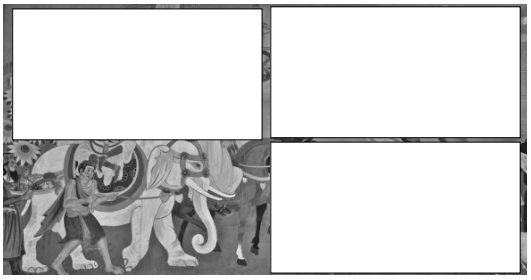
Reasoning
What's going on? What makes you say that?



What more can you find?

90

Reasoning
What's going on? What makes you say that?



What more can you find?

91

Reasoning
What's going on? What makes you say that?

What more can you find?

92

Writing is Thinking

Writing Makes Thinking Concrete

93

Everyone has the capacity
to write,
writing can be taught,
and teachers can help students
become better writers.

People learn to write
by writing.

- NCTE Beliefs about the teaching of writing November, 2004

Laura Terrill

Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Pathways to the Common Core Accelerating Achievement
Calkins, Ehrenworth, Lehman

Laura Terrill 95

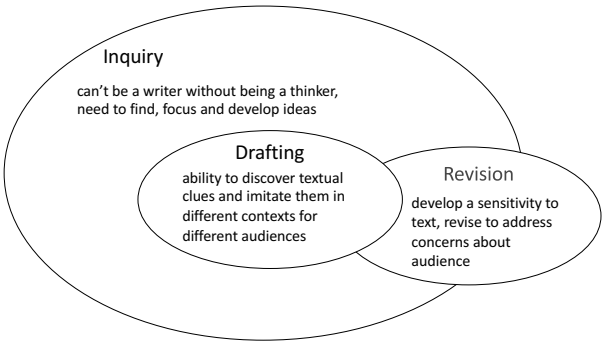
Writers consume more than they produce.

- Read like a writer.
- "Steal" characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader's attention. Think about how you might use a certain technique.

Laura Terrill 96

Inquiry informs each stage of the writing process



Laura Terrill

Strategic Writing
Deborah Dean

97

Expand a Headline

This retired couple buys a house and falls upon a true treasure hidden in the barn.

http://www.actupus.com/ce-couple-de-retraites-achetent-une-maison-et-tombent-sur-un-vrai-tresor-enfui-dans-leur-grange/

Laura Terrill

98

Laura Terrill

99

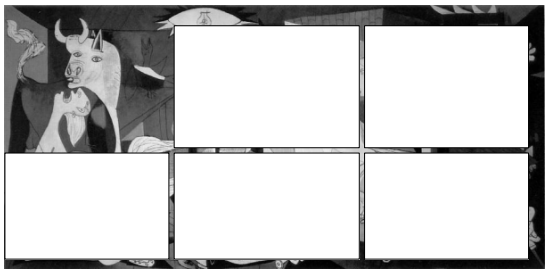
Teammates Consult

Why should we preserve world heritage sites?

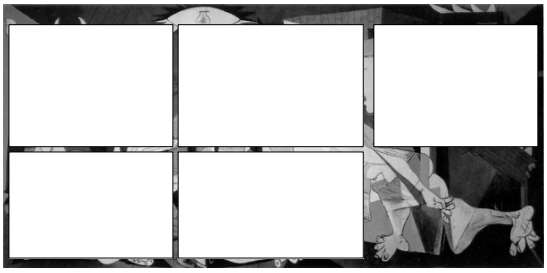
Discuss with your group. Then, pick up a pen and write an answer in your own words.

Laura Terrill

Analyze an Image



Laura Terrill



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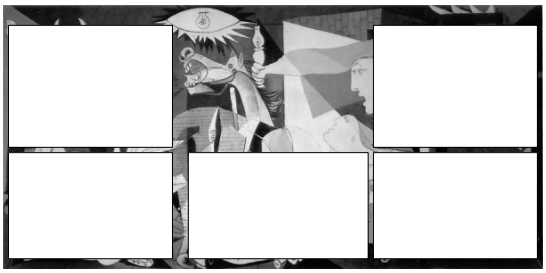

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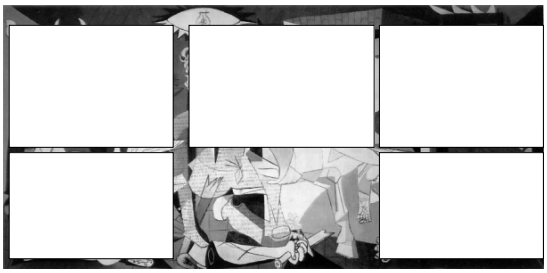

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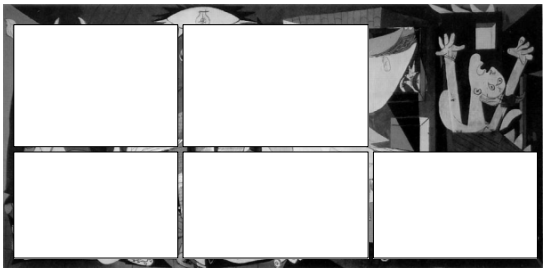

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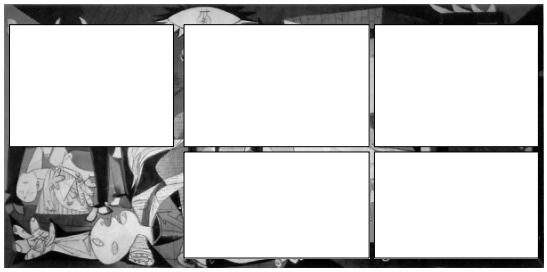

Laura Terrill

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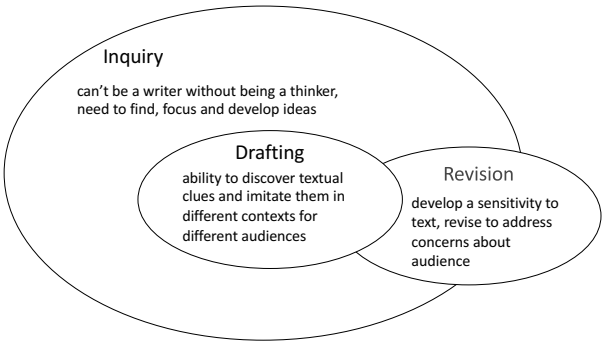
R.A.F.T.S.

persuade, analyze, create, predict, compare, defend, evaluate

Role	Audience	Format	Topic
German government	citizens of Guernica	letter	apology for what was done
Franco	people of Spain	speech	protestation of innocence
Museum curator	Picasso	newspaper interview	questions about the painting and likely answers
Soldier	Commander	telegram	reasons for defeat
Mother	Diary	journal entry	what happened and personal thoughts about war
?	?	?	?

Laura Terrill

Inquiry informs each stage of the writing process



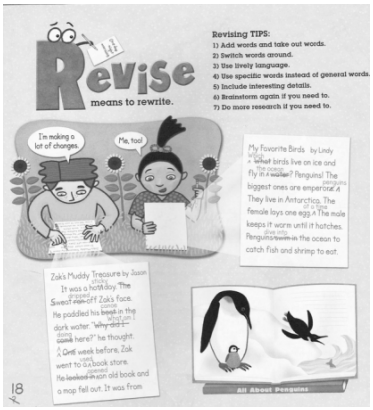
Laura Terrill

Strategic Writing
Deborah Dean

Describe a good meal.

Level 1	Level 2	Level 3
I like breakfast. I eat with friends. I go to a restaurant. I eat eggs and bacon. I eat fruit and yogurt. (22)	On the weekend, I sometimes go to a restaurant with my family. We don't like fast food. We prefer a good meal. We usually have salad, a main course and dessert. I really like salad, but I also love chocolate desserts. (41)	I went with my friends to a good restaurant for my birthday. It was fun. It was a restaurant where we had appetizers and shared food. I think we ordered 9 or 10 things. We spent 2 hours at the restaurant and then we all went to a movie. (49)

Laura Terrill



Laura Terrill

Look at My Book — How Kids Can Write & Illustrate Terrific Books
Loreen Leedy

Fat Drafting

Deborah Dean

Rewrite using fewer sentences and more words.

Level 1
I like breakfast. I eat with friends. I go to a restaurant. I eat eggs and bacon. I eat fruit and yogurt. (22)

On Saturdays, I love to eat breakfast with friends at a local restaurant where I usually eat eggs and bacon and have a parfait made with fruit and yogurt.

Laura Terrill

Fat Drafting

Deborah Dean

Level 2

On the weekend, I sometimes go to a restaurant with my family. We don't like fast food. We prefer a good meal. We usually have salad, a main course and dessert. I really like salad, but I also love chocolate desserts. (41)

- Model asking questions to get more information.
- Write 2 or 3 questions.
- Have students work in pairs or small groups to rewrite answering the questions.
- When students understand the strategy, this can be used as a peer editing strategy after students write the first draft.

What kind of restaurants does your family like? What do you usually order/avoid for the main course? What kind of chocolate desserts do you like?

Laura Terrill

Fat Drafting

Deborah Dean

Level 3

I went with my friends to a good restaurant for my birthday ? was fun. **It was a restaurant where we had appetizers and shared food.** I think we ordered 9 or 10 things ? We spent 2 hours at the restaurant and then we all went to a movie. (49)

- Underline the sentence that is the most interesting.
- Put a question mark next to 2 sentences that need more detail.
- Write a question that asks for more detail.
- Have students work in pairs or small groups to rewrite answering the questions.
- When students understand the strategy, this can be used as a peer editing strategy after students write the first draft.

What was the best thing you ate?

Laura Terrill

Fat Drafting – Build up a text before revising it.

Acts of Revision: A Guide for Writers, Wendy Bishop

- Mark the "center of gravity sentence" from each paragraph, the sentence that seems "core, crucial, provacative, evocative, and so on". List these sentences somewhere else and write more about each one.
- Expand mindfully. Between each paragraph, write a new paragraph. If the writing is only one paragraph, add a sentence between each sentence.
- Put subtitles in the text. Before and after each one add transitional sentences: summarize, forecast, expand, connect, contextualize.
- Circle five important or thought provoking words in the text. Freewrite on each one. The same can be done with sentences or quotations.
- Consider your draft as if it were a hypertext. With markers indicate where you would create a link—and then write the text of those imagined links. Consider how to insert this information into the text.

Laura Terrill

adapted from *Strategic Writing*, Deborah Dean

Adolescentes prefieren socializar a través de redes sociales

En un estudio realizado por la Universidad de Sonora se comprobó que los estudiantes de secundaria prefieren el Twitter a una relación directa con las personas.

Los adolescentes prefieren las redes sociales a la convivencia directa. (Notimex)

Laura Terrill

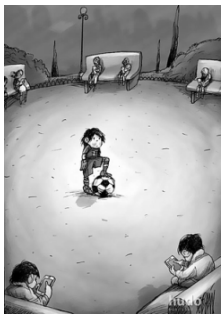
How organized is my writing?

Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.

Laura Terrill

Writing a Collaborative Paragrph

Step 1



- List 8 words/phrases associated with this picture.
- Share your list with your partner. Without talking, add a couple of words from your partner.
- Next, write as much as you can about what is happening in the picture within the amount of time you are given.

Laura Terrill

Writing a Collaborative Paragrph

Step 2

- Look at the rubric line for organization. Score your writing.
- Share your writing with your numbered-heads group.

Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.

Laura Terrill

Numbered Heads Together

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

Laura Terrill

Writing a Collaborative Paragrph

Step 3

- Read each person's writing silently.
- Brainstorm a solid topic sentence using the ideas of the group.
- Share group sentences with class and vote on best topic sentence.
- Work with your group to write a concluding sentence. Share with class and vote on best conclusion.

Laura Terrill

Writing a Collaborative Paragrph

Group Generated Topic and Concluding Sentences

I really wanted to play a game of soccer with friends when I went to the park last night.

At first.....

Then.....

For me...

??????...

In the future, we may not even talk with our friends.

Laura Terrill

Writing a Collaborative Paragrph

Step 4

- Work individually to write 3 connecting sentences.
- Return to groups. Read each person's paper silently. Select the best/most interesting paragraph.
- Rewrite and improve the best one. Write your own copy so each group member has a personal copy of the final paragraph.
- Self-assess the work of your group using the rubric.

Laura Terrill

Writing a Collaborative Paragrph

Step 5

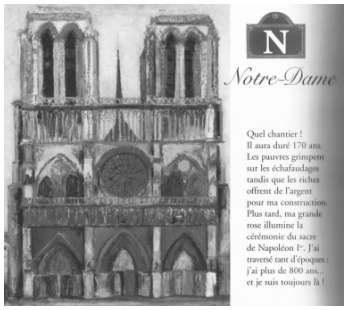
- Turn in original student's paper and the paper selected by number for the group.
- Teacher reads final group version and gives feedback using rubric and possibly error correction codes.
- Group is able to review that feedback and may be asked to revise.

Laura Terrill

Look at My Book — How Kids Can Write & Illustrate Terrific Books
Loreen Leedy

Laura Terrill

Create an ABC Book
Expand each letter.



ABC de Paris
Raphaelle Aubert

Laura Terrill

Create an interview to share information on a topic.

Why do ice cubes float?
A cup of liquid water takes up less space than when that cup of water freezes. This means that a cup of frozen water weighs less than a cup of liquid water. The frozen water will float in the liquid water because it is lighter.

Why is there a hole in the bottom of a flowerpot?
Plants need just the right amount of water in their soil—not too little, not too much. The hole in the flowerpot lets extra water drain out of the soil.

Why do people cry when they slice onions?
Onions are juicy. When you cut an onion, tiny droplets of onion juice float in the air and get in your eyes. Tears wash away the stinging onion juice.

Little Book of Questions & Answers My Home
Contributing Writer: Teri Crawford Jones

Laura Terrill

Analyzing a Character – Big People

- Trace the outline of a body.
- Select a major character.
- Write notes about the character inside the body.
- Draw arrows outside the body.
- Add specific events and page numbers.
- Use as source for ideas.

Laura Terrill

Deborah Dean

Point of View

Two and Four Voice Poems

An example poem for two voices
written by NNWP consultant Campbell Pontius

Voice #1:	Voice #2:
I am a polar bear	I am an SUV
I eat fish	I guzzle petroleum
I must swim for my food	People pump mine
But I can't swim forever	I burn gas pretty fast
When I get tired	When I pollute
I depend upon	I begin to destroy

Ice caps.

http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf

Laura Terrill

"I Am" Poems

I am (two characteristics you have)
I wonder (something you are curious about)
I hear (a sound)
I see (a sight)
I want (a desire)
I am (the first line of the poem repeated)

I pretend (something you pretend)
I feel (a feeling about something)
I touch (an object)
I worry (something that really bothers you)
I cry (something that saddens you)
I am (the first line of the poem repeated

I understand (something you know is true
I say (something you believe in)
I dream (something you believe in)
I try (something you really make an effort about)
I hope (something you hope for)
I am (the first line of the poem repeated)

Laura Terrill 130

Content-Based "I Am" Poems

Science Example	Social Studies Example
I am a dormant volcano.	I am a wealthy Pompeii villager
I wonder when my time will come.	I wonder what the future of this great city holds
I hear a rumbling beneath the Earth's surface.	I hear an explosion
I see the clouds out of my vast crater.	I see pumice, ash and panic
I want to explode!	I want to escape this catastrophe
I am a dormant volcano.	I am a wealthy Pompeii villager

The Language Rich Classroom
Himmele & Himmele

Laura Terrill 131

AFFORDABLE AND CLEAN ENERGY: WHY IT MATTERS

What's the goal here?

To ensure access to affordable, reliable, sustainable and modern energy for all.

Why?

Our everyday lives depend on reliable and affordable energy services to function smoothly and to develop equitably.

A well-established energy system supports all sectors: from businesses, medicine and education to agriculture, infrastructure, communications and high-technology. Conversely, lack of access to energy supplies and transformation systems is a constraint to human and economic development.

I have access to electricity. Why should I care about this goal?

For many decades, fossil fuels such as coal, oil or gas have been major sources of electricity production, but burning carbon fuels produces large amounts of

Energy is the dominant contributor to climate change, accounting for around 60 per cent of total global greenhouse gas emissions.

Presentational Mode

Magnet summary — Identify or have students identify key words. Then, they use those key words to write a summary.

- affordable
- climate change
- access
- energy
- economic development
- reliable

Climate change demands that we find affordable and reliable energy sources so that everyone has access to economic development.

Laura Terrill 133

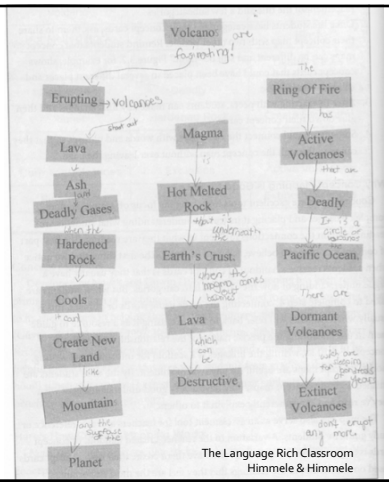
Create Poetry — Found Poems

Poetry Types - http://www.shadowpoetry.com/resources/wip/types.html

- Students select a certain number of key words or phrases.
- They copy those words or phrases onto separate slips of paper.
- Those words or phrases are arranged into a new "poem".

Clean Energy
Clean Energy - It Matters
Clean Energy - Needed by All
Clean Energy - Benefits Everyone
Clean Energy - No coal, oil or gas
Clean Energy - No need to fetch water
Clean Energy - No cook stoves
Clean Energy - Wind, water and solar
Clean Energy – Sustainable, Affordable
Clean Energy - A Healthier Planet!

Laura Terrill 134



The Language Rich Classroom
Himmele & Himmele

Laura Terrill 135

Acrostic Poetry

P aris, a dynamic city with
A rtistic museums and monuments,
R ich in history
I nvites connoisseurs of life to
S ites of great appeal.

http://www.shadowpoetry.com/resources/wip/types.html

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Cinquain Poetry

Subject
noun, noun
adjective, adjective, adjective
short sentence or phrase about the subject
restate the subject

Paris
museums, monuments
dynamic, exciting, alive
a cultural tapestry this
City of Lights.

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Brevette Poetry

subject (noun)
verb (ongoing action, stretched out when typed)
object (noun)

students
t a k e
tests

teachers
g r a d e
papers

summers
g i v e
relief

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Loop Poetry

In Loop Poetry there are no restrictions on the number of stanzas nor on the syllable count for each line. In each stanza, the last word of the first line becomes the first word of line two, last word of line 2 becomes the first word of line 3, last word of line 3 becomes the first word of line 4. This is followed for each stanza.

What a joy to travel
Travel to see places
Places that are different
Different people to meet.

Who am I now?
Now I have changed
Changed by experiences
Experiences that are memories.

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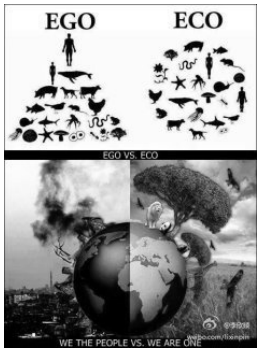
Two Voice Poems



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Two Voice Poems

An example poem for two voices
written by NNWP consultant Campbell Pontius

Voice #1:	Voice #2:
I am a polar bear	I am an SUV
I eat fish	I guzzle petroleum
I must swim for my food	People pump mine
But I can't swim forever	I burn gas pretty fast
When I get tired	When I pollute
I depend upon	I begin to destroy

Ice caps.

http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf

Laura Terrill

QUESTIONS

Thank You

lterrillwoodward.wikispaces.com
lterrill@gmail.com